DOCUMENT RESUME

ED 202 417 HE 013 940

AUTHOR Joplin, Alan L.; Brown, Amy, Ed.
TITLE Is There Any Difference? A Comparative Study of Developmental Reading Programs in Traditional Black Colleges and Universities and Their White Counterparts for the 1979-1980 Academic Year.
PUB DATE Mar 81
NOTE 51p.; Not available in paper copy due to small print. Best copy available.
AVAILABLE FROM P.O. Box 7909, Chambers Station, Saint Louis, MO 63106 ($5.00 plus $1.25 postage, 10 percent reduction per copy for orders over five copies).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Persistence; *Black Colleges; College Faculty; College Students; Comparative Analysis; Compensatory Education; *Developmental Studies Programs; Educational Diagnosis; Enrollment Rate; Financial Support; Higher Education; *Institutional Characteristics; Program Costs; Program Descriptions; Program Evaluation; *Remedial Reading; School Surveys; Student Placement; *Whites

ABSTRACT

Developmental reading programs in traditionally black colleges and universities were compared with their white counterparts for 1979-80. Major areas of analysis were as follows: institutional characteristics, enrollment and retention, faculty status, program design, instructional delivery, course credit, and funding. A total of 113 two-year and four-year colleges and universities participated. The following institutional characteristics were compared: type of institution, calendar year, institutional setting, admissions policy, the existence of developmental reading, course status, length of program operation, description of program, and student placement. The following enrollment and retention characteristics were compared: institutional enrollment, enrollment in the reading program, classification of students served, completion rate, and student matriculation. Additional areas of analysis are as follows: faculty rank and tenure, staff composition, instructor evaluation, staff supervision, tenure of person responsible for the program, success of the program, departmental affiliation, project evaluation, method of conducting reading course, instructional practices, support services, instructor-student ratio, credit hours earned, type of credit earned, student evaluation, and source and percentage of funding. It was found that an overwhelming majority of both black and white institutions operate developmental reading programs. A majority of respondents indicated that their reading programs have operated for at least four years. The largest percentage of all respondents describe the reading program as remedial, developmental, and enrichment. No respondent described the reading program as singularly one of enrichment. A sample questionnaire is appended. (SW)

ED202417

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alan L. Joplin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IS THERE ANY DIFFERENCE ?

A COMPARATIVE STUDY OF DEVELOPMENTAL READING PROGRAMS IN TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES AND THEIR WHITE COUNTERPARTS FOR THE 1979-1980 ACADEMIC YEAR.

By: Alan L. Joplin

March 1981

HE 013 943

IS THERE ANY DIFFERENCE ?

A COMPARATIVE STUDY OF DEVELOPMENTAL READING PROGRAMS IN TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES AND THEIR WHITE COUNTERPARTS FOR THE 1979-1980 ACADEMIC YEAR.

By: Alan L. Joplin

Edited By: Amy A. Brown

CONTENTS

INTRODUCTION 1

QUESTIONNAIRE CONSTRUCTION 2

QUESTIONNAIRE ADMINISTRATION 3

DATA ANALYSES

Section 1 - Institutional Characteristics 4

Section 2 - Enrollment and Retention 9

Section 3 - Faculty Status 12 12

Section 4 - Program Design 18

Section 5 - Instructional Delivery 20

Section 6 - Credit for Course 22

Section 7 - Funding 24

APPENDIX 25

INTRODUCTION

The purpose of this research is to present the findings of a comparative study of developmental reading programs in traditionally black colleges and universities and their white counterparts.

The major areas examined in this research include the following:

1. Institutional Characteristics
2. Enrollment and Rentention
3. Faculty Status
4. Program Design
5. Instructional Delivery
6. Course Credit
7. Funding

The primary objectives of this research are to:

1. present comparisons between black and white colleges and universities, as they relate to reading programs at their respective institutions.

2. present the investigative findings on program practices which may prove beneficial for consideration in institutions seeking to develop reading programs.

3. present functional data for use in the general program composition of developmental reading programs.

4. present a comparative profile of institutional approaches to the developmental reading process.

This research was designed to test the following hypotheses:

No difference exists in the seven variables among black and white colleges and universities as they relate to developmental reading program practices and operation.

QUESTIONNAIRE CONSTRUCTION

After a review of the literature relative to developmental reading programs and their operation in post-secondary institutions, this researcher found no standardized descriptive criteria; therefore it became necessary to consult administrative and instructional practitioners in the field. Based on those consultations the following descriptors were established: institutional characteristics; enrollment and retention; faculty status; program design; instructional delivery; credit for courses; and funding.

General descriptors as well as specific areas of inquiry are delineated below:

Institutional Characteristics

Type of institution, calendar year, institutional setting, admissions policy, is developmental reading taught, course status, length of program operation, description of program and student placement.

Enrollment and Retention

Institutional enrollment, enrollment in the reading program, classification of students served, completion rate and student matriculation.

Faculty Status

Faculty rank and tenure, staff composition and instructor evaluation.

Project Design

Staff supervision, tenure of responsible person, success of program, department affiliation, project evaluation.

Instructional Delivery

Method of conducting reading course, instructional practices, support services and instructor/student ratio.

Credit For Course

Credit hours earned, type of credit earned and student evaluation

Funding

Source and percentage of funding.

A preliminary questionnaire was prepared and distributed to a select group of administrators and practitioners for suggestions relative to the items contained in the instrument.

For comments and criticisms a second draft of the instrument was prepared and sent to two administrators and practitioners who originally supplied input to the first draft.

During the revision process, the instrument was lengthened from its original 19 items to 34. It was finally determined that 34 questions were needed to procure information relative to the hypothesis of this study.

The questionnaire was accompanied by a letter of explanation including the rationale and intent of the study.

A conscious attempt was made to make the questionnaire concise, enabling respondents to complete the instrument with minimal time and effort.

ADMINISTRATION OF THE QUESTIONNAIRE

After compiling a mailing list, questionnaires and letters of explanation were forwarded to 442 two and four year colleges and universities in the United States, Virgin Islands and Puerto Rico. A self-addressed stamped envelope was included to facilitate questionnaire retrieval.

Questionnaire distribution began June, 1980 so that reading personnel would receive them at the conclusion of the academic year. There were a total of seven follow-up mailings. These mailings included six reminder letters and one additional questionnaire to those colleges and universities which had not responded by the suggested date.

Of the four hundred and forty two (442) questionnaires sent, 113, or 25 percent, were returned. Reasons for lack of response varied. For example, some program administrators were on leave, some administrators had returned to the classroom and did not want to take the responsibility for completing the questionnaire. Other personnel had left the institution leaving no one to complete it, while some administrators simply did not wish to participate.

Percentages of Returned Questionnaires

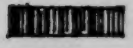
	Black Colleges and Universities	White Colleges and Universities [1]	Total
Number Sent	103	339	442
Number Returned	59	54	113
Percentage Returned	57%	16%	26%

The returned questionnaires were checked for consistency of responses. For example, if a respondent checked NO to "Is developmental reading taught at your institution?" (ITEM #5), this response was checked against ITEM #6: "Does your reading course hold independent course status?" Where discrepancies between such responses occurred, the investigator telephoned respondents to get clarification. If the respondent could not be reached directly, the institution was contacted in an effort to gain clarification of response.

[1] 339 questionnaires were sent to white colleges and universities to insure an equal number of responses for matching with the 103 traditional black colleges and universities.

INSTITUTIONAL CHARACTERISTICS

LEGEND



Black Colleges and Universities

White Colleges and Universities

QUESTION 1 TYPE OF INSTITUTION:

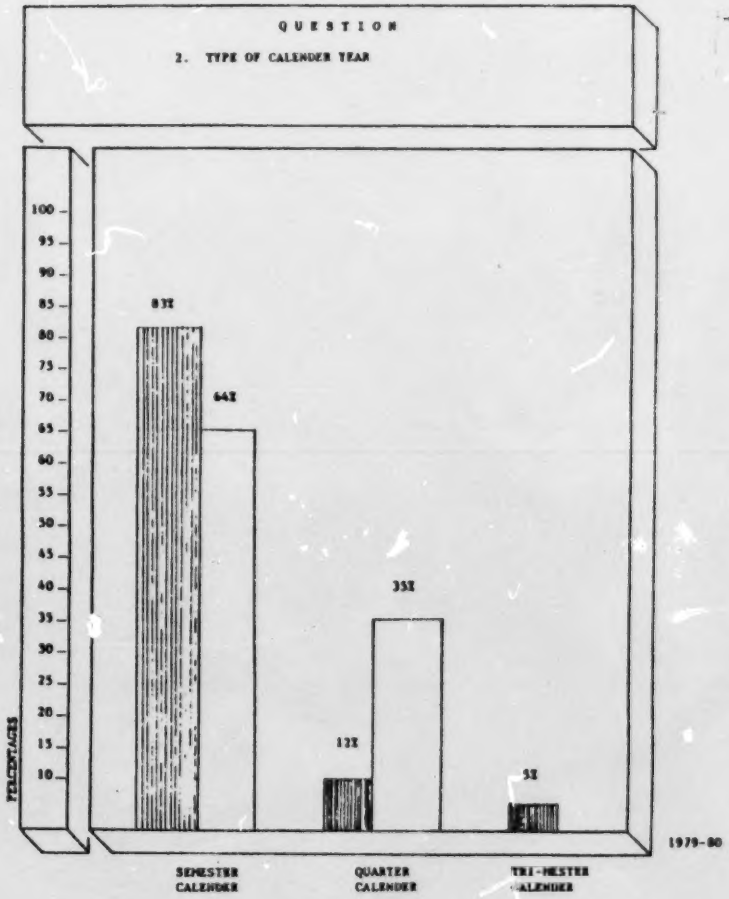
	BLACK	WHITE
a. 2-Year Junior or Community College	8 (14%)	19 (35%)
b. 2-Year Technical College		2 (04%)
c. 4-Year State College or University	24 (40%)	20 (37%)
d. 4-Year Private College or University	27 (46%)	13 (24%)
TOTAL	59	54

1979-80

A majority of both white and black colleges reporting are 4 year (public and private) institutions. (86% of black colleges, 61% of white colleges.)

White 2-year Junior College respondents outnumber black respondents at a ratio of at least 2 to 1.

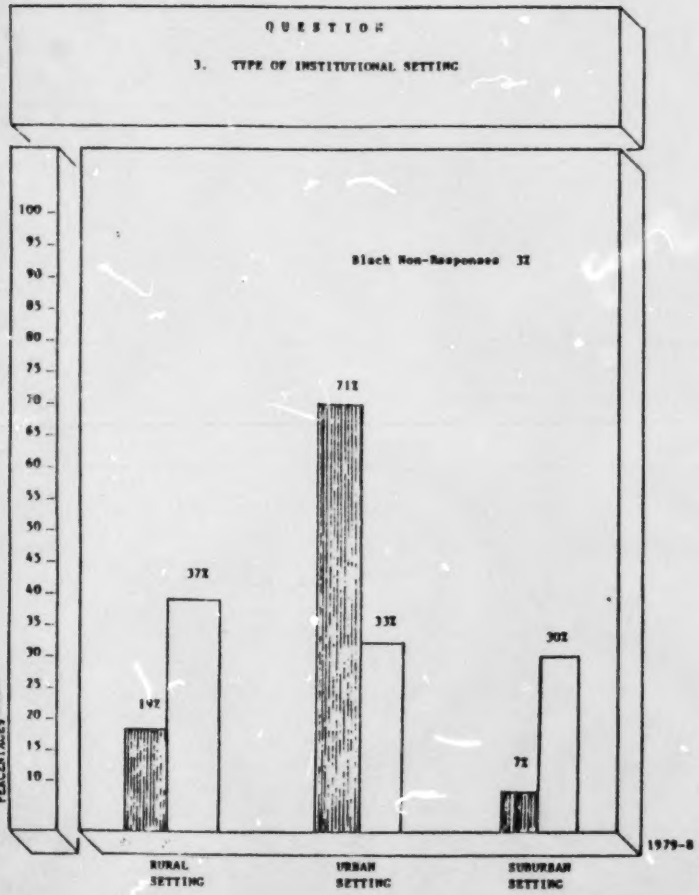
There are no black respondents from 2 year technical colleges.



The majority of all survey respondents report operating on a semester calendar.

White college respondents operating on a quarterly basis outnumber blacks at a 3 to 1 ratio.

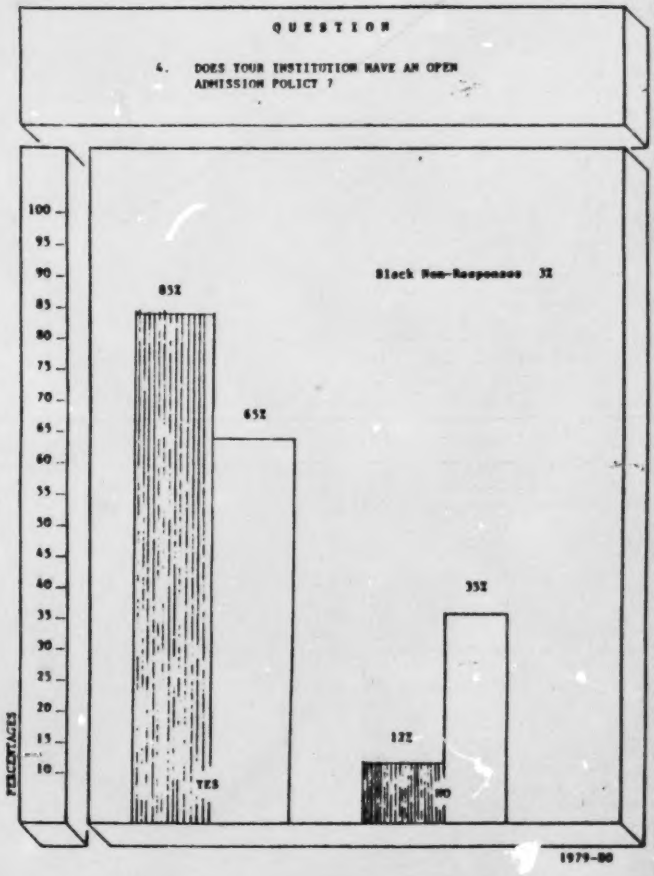
There are no white college respondents in the survey population operating on a tri-mester calendar.



A large majority of black colleges (double that of whites) report being located in a urban setting.

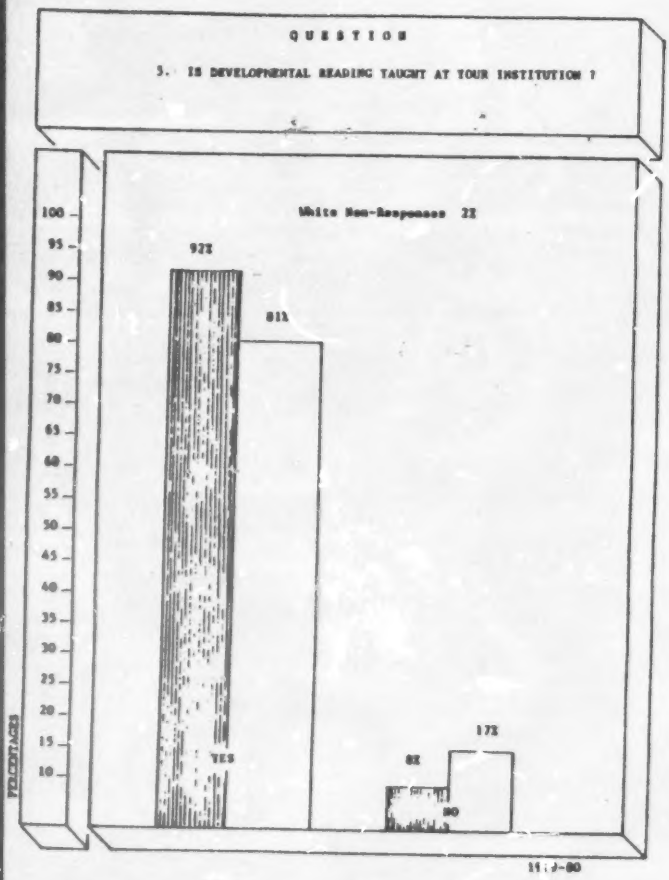
White colleges are distributed fairly evenly in terms of location.

White colleges located in rural and suburban settings significantly outnumber black colleges in those settings. (2 to 1 in rural settings, 4 to 1 in suburban settings.)

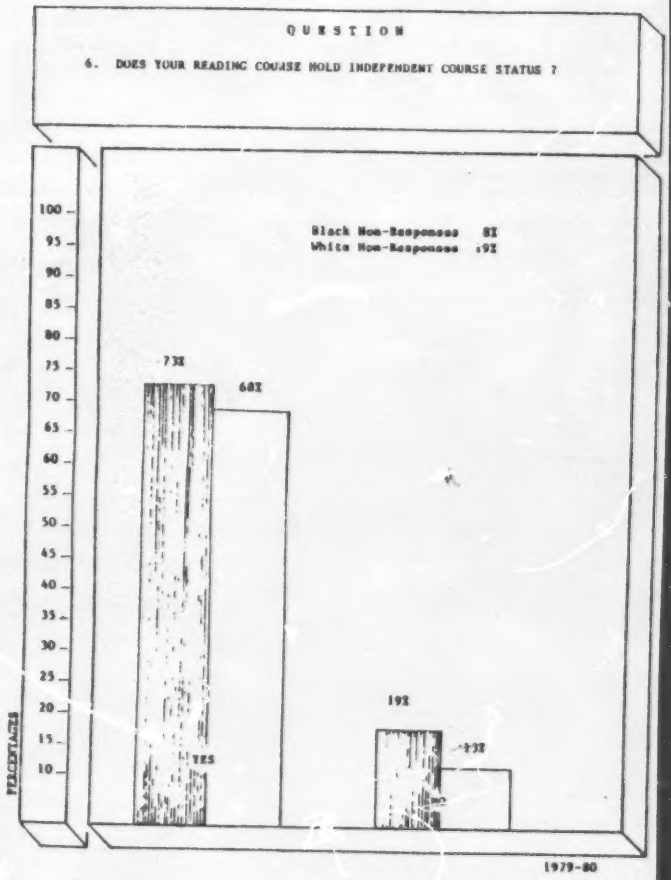


A significant majority of both black and white college respondents report having an open admissions policy.

White college respondents not having an open admissions policy outnumber blacks at a rate of approximately 3 to 1.



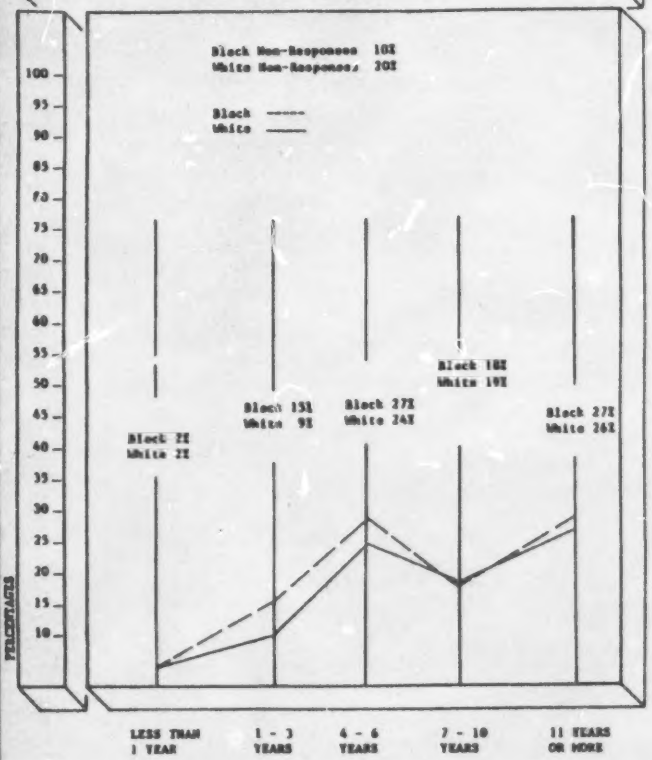
An overwhelming majority of survey respondents reported that their institutions operate developmental reading programs.



With a difference of only five percentage points both black and white colleges report that reading courses hold independent course status.

QUESTION

7. HOW LONG HAS YOUR READING PROGRAM BEEN IN OPERATION ?



A majority of all respondents report that their reading programs have operated for at least four years. (There is no significant difference in response percentages for categorical ranges representing program duration.)

QUESTION 8 WHICH TERM BEST DESCRIBE YOUR READING PROGRAM ?

	Black	White
a. Remedial	10%	4%
b. Developmental	22%	9%
c. Enrichment		
d. Remedial and Developmental	25%	25%
e. Remedial, Developmental and Enrichment	39%	33%
Non-Response	3%	19%

1979-80

No respondent described the reading program as singularly one of enrichment.

The largest percentage of all respondents describe the reading program as remedial, developmental and enrichment.

Black college respondents describing their reading program as remedial, as well as those describing the program as developmental, outnumber whites at a ratio slightly greater than 2 to 1.

QUESTIONS 9

9. WHAT IS THE PRIMARY METHOD USED FOR THE PLACEMENT OF STUDENTS IN YOUR READING PROGRAM ? (CHECK ONLY ONE)

	Black	White
a. Test	80%	61%
b. Self-referral	2%	17%
c. Instructor-referral	2%	
d. Counseling	2%	2%
e. Mandatory for all entering students	2%	
f. Other	5%	2%
Non-Response	7%	18%

IF YOUR ANSWER TO QUESTION 9 WAS ITEM " a " PLEASE COMPLETE THE FOLLOWING:

WHAT IS THE PRIMARY TEST INSTRUMENT USED FOR THE DIAGNOSTIC PLACEMENT OF STUDENTS IN YOUR READING PROGRAM ? (CHECK ONLY ONE)

	Black	White
a. ACT	3%	7%
b. CAT	19%	4%
c. SAT	8%	4%
d. Nelson Dunney Reading Test	37%	22%
e. CCP	7%	2%
f. Stanford Achievement Test	5%	4%
g. Locally Designed Test	2%	4%
h. Other *	19%	15%
Non-Response		30%

1979-80

Testing serves as the primary placement method for both black and white colleges; however, black college respondents exceed whites by 19%.

The use of self-referral placement methods is significantly greater as reported by white college respondents (17%) as compared to blacks (2%).

No white colleges report the use of instructor-referral or mandatory enrollment as a placement method.

The Nelson-Denney Reading Test is reported as the primary test instrument used by both black and white college respondents.

The CAT, identified by black college respondents (19%) as the second most used test instrument, is used by only 4% of white college respondents.

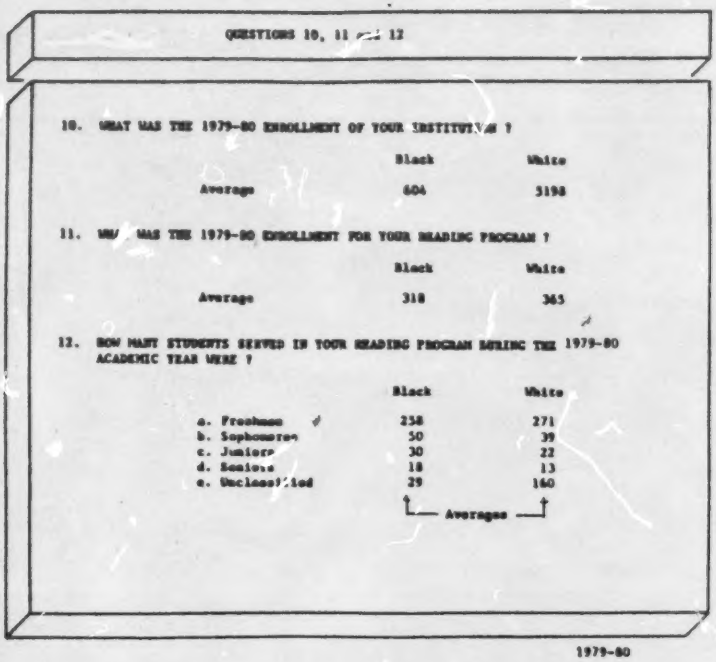
The top three instruments used by both black and white colleges include the use of "other."*

After the use of "other," white colleges (7%) report the use of the ACT as the third most popular instrument. (Only 3% of black respondents reported using this test instrument.)

---

*As specified by questionnaire respondents, this category includes the following tests: College Boards; Iowa Silent; TABE; TASK; McGraw Hill Reading Test; CTBS; Diagnostic Reading Test; State Designed Test.

ENROLLMENT AND RETENTION



QUESTIONS 10, 11 and 12

10. WHAT WAS THE 1979-80 ENROLLMENT OF YOUR INSTITUTION ?

	Black	White
Average	604	5198

11. WHAT WAS THE 1979-80 ENROLLMENT FOR YOUR READING PROGRAM ?

	Black	White
Average	318	365

12. HOW MANY STUDENTS SERVED IN YOUR READING PROGRAM DURING THE 1979-80 ACADEMIC YEAR WERE ?

	Black	White
a. Freshmen	258	271
b. Sophomores	50	39
c. Juniors	30	22
d. Seniors	18	13
e. Unclassified	29	160
	↑ Averages	↑

1979-80

QUESTION #10

Average institutional enrollment of white colleges is 8 times higher than that of black colleges.

QUESTION #11

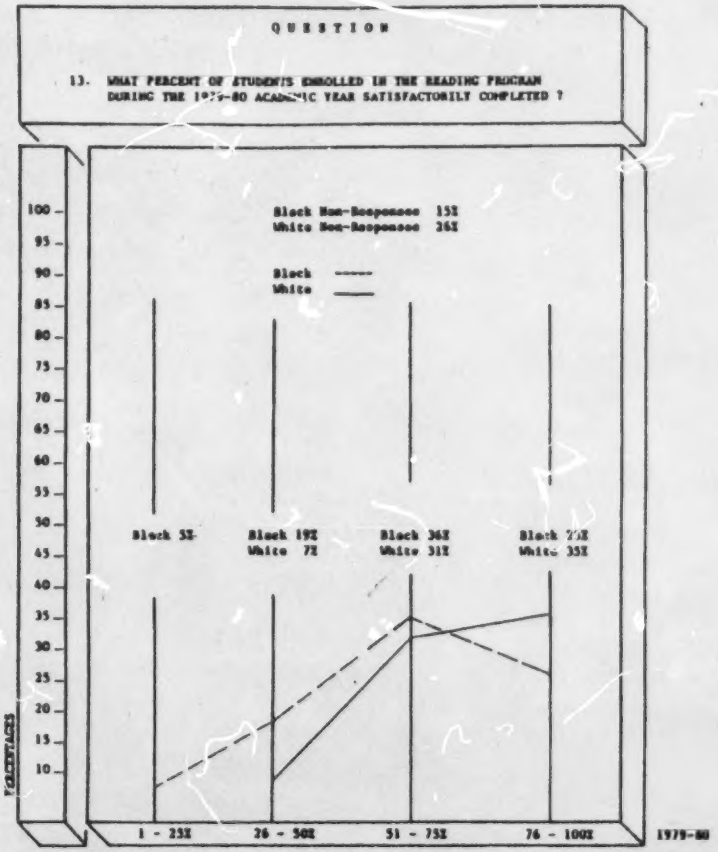
Though institutional enrollment in white colleges is significantly higher than black colleges, there is no significant difference in the reading program enrollment.

Program enrollment averages indicate that white colleges serve only 47 more students per program.

Proportionally, 53% of the black colleges' total enrollment is served by the reading program as compared to 7% of the white colleges' enrollment.

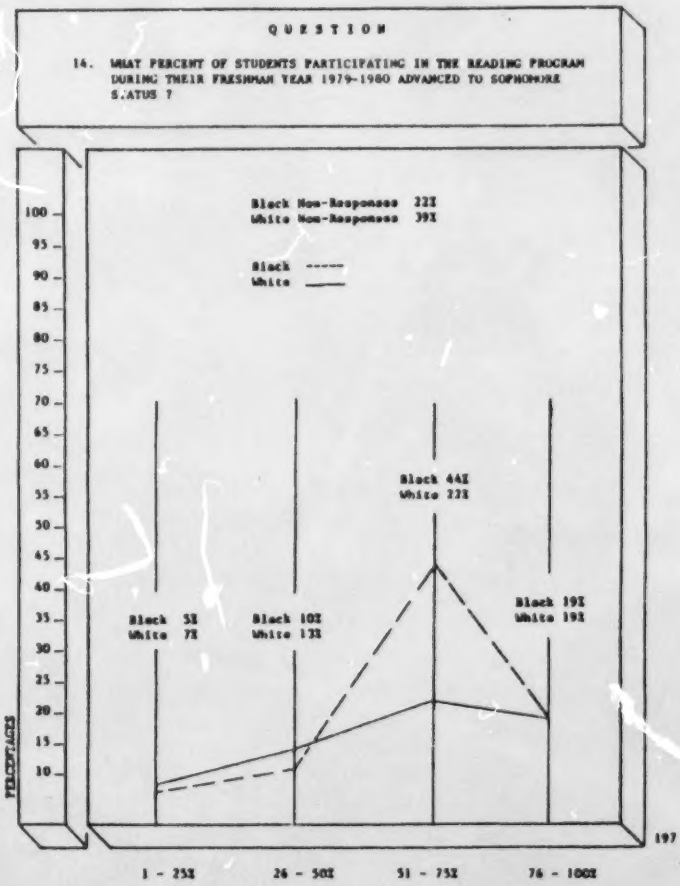
QUESTION #12

There is no significant difference in categories of " classified " students served; however, white institutions serve 6 times more " unclassified " students than do black institutions.

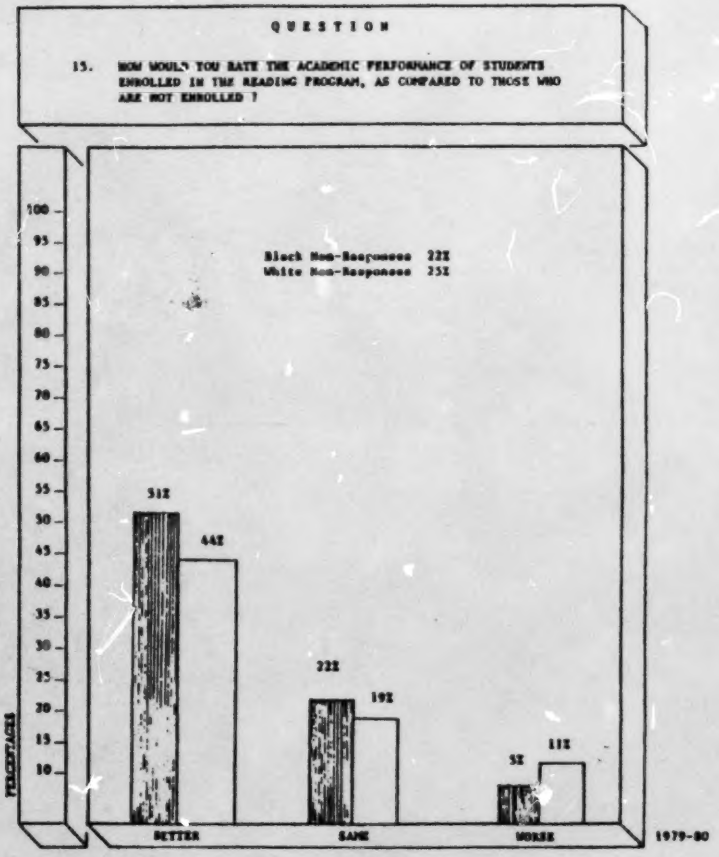


Over 60% of both black and white college respondents report that at least 51% of students enrolled satisfactorily complete the reading program.

All white college respondents reported a satisfactory completion rate by students of at least 25%

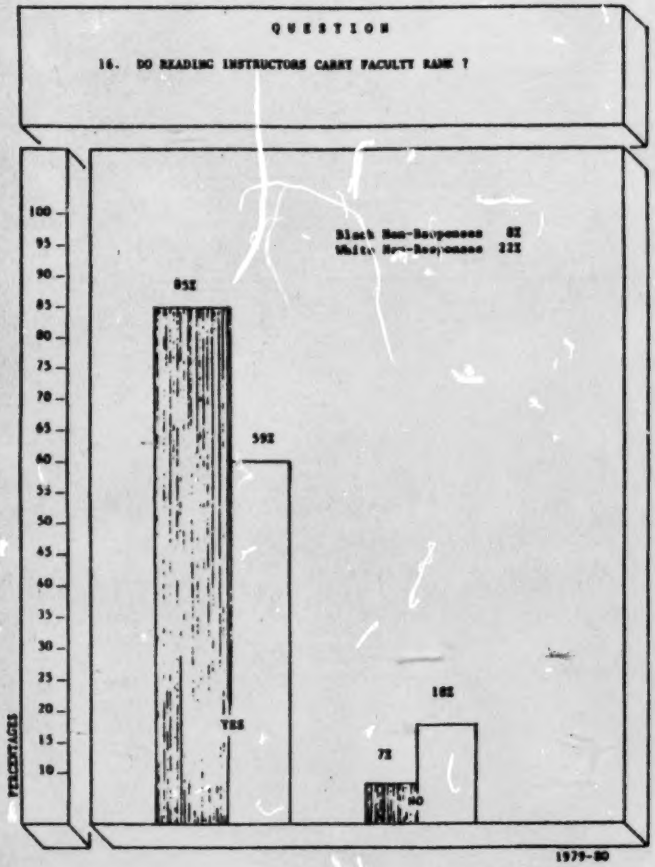


There is a significant difference in the percentage of respondents who reported that at least 50% of their students advanced to sophomore status. 63% of black colleges reported such, as compared to 41% of the white colleges.

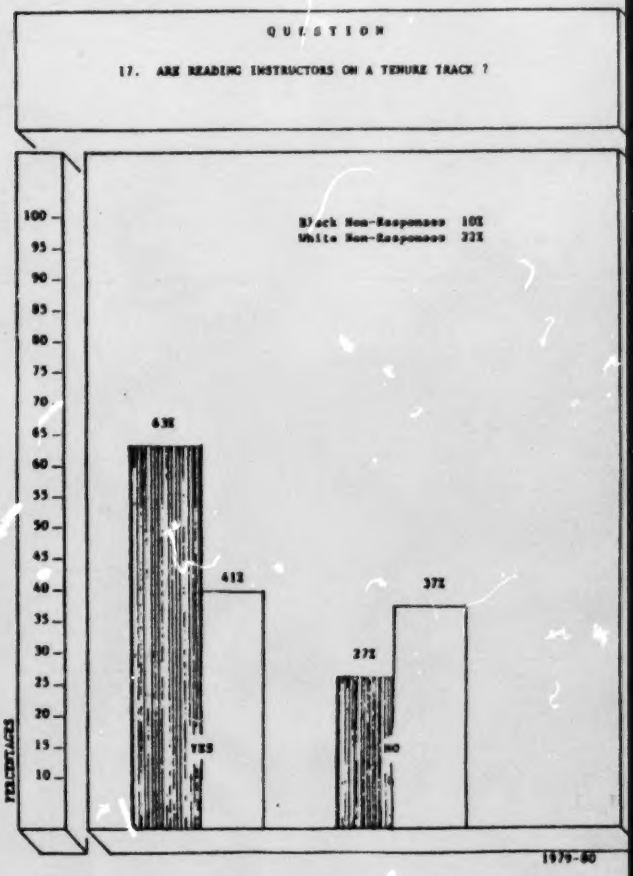


16% of all respondents (black and white combined) rated the academic performance of students enrolled in the program worse than that of students not enrolled in the program.

FACULTY STATUS



The majority of both black and white institutions reported that reading instructors carry faculty rank; however, there is a significantly larger percentage of black institutions (85% as compared to 59% of white colleges) reporting such.



Only 4 percentage points separate "yes" and "no" responses for white colleges.

A significantly larger percentage (21% larger) of black colleges report that instructors are on a tenure track.

QUESTION

18. COMPLETE THE FOLLOWING CHART TO INDICATE THE INSTRUCTIONAL COMPOSITION OF YOUR READING PROGRAM.

	FULL-TIME		PART-TIME	
	Black	White	Black	White
ENGLISH				
a. Ph.D/Ed.D	36	15	1	6
b. Masters	72	46	2	48
c. Bachelors	6	5	1	14
d. Non-degreed			10	
READING				
a. Ph.D/Ed.D	29	13	2.5	3
b. Masters	91	54	14.5	39
c. Bachelors	6	5	.5	2
d. Non-degreed	2	3	3	53
OTHERS *				
a. Ph.D/Ed.D	22	3	3	
b. Masters	37	4	19	4
c. Bachelors	14	1	8	4
d. Non-degreed	1		2	5

1979-80

Black college respondents report a significantly larger total number of full-time personnel working in the reading program.

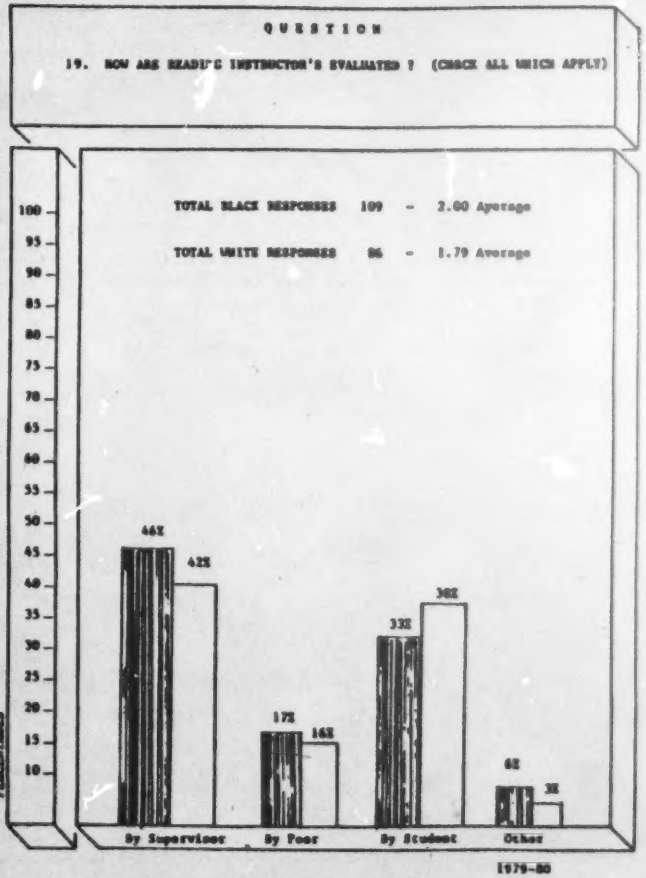
White college respondents report a significantly larger number of part-time personnel working in the reading program.

Black college respondents report the use of instructors from disciplines other than English and reading at a rate of 2 to 1 over white college respondents. (For more detailed information see the chart on the following page.)

*As specified by questionnaire respondents, this category includes the following areas of concentration: special education, learning disabilities, secondary education, elementary education, general psychology training, and abnormal psychology.

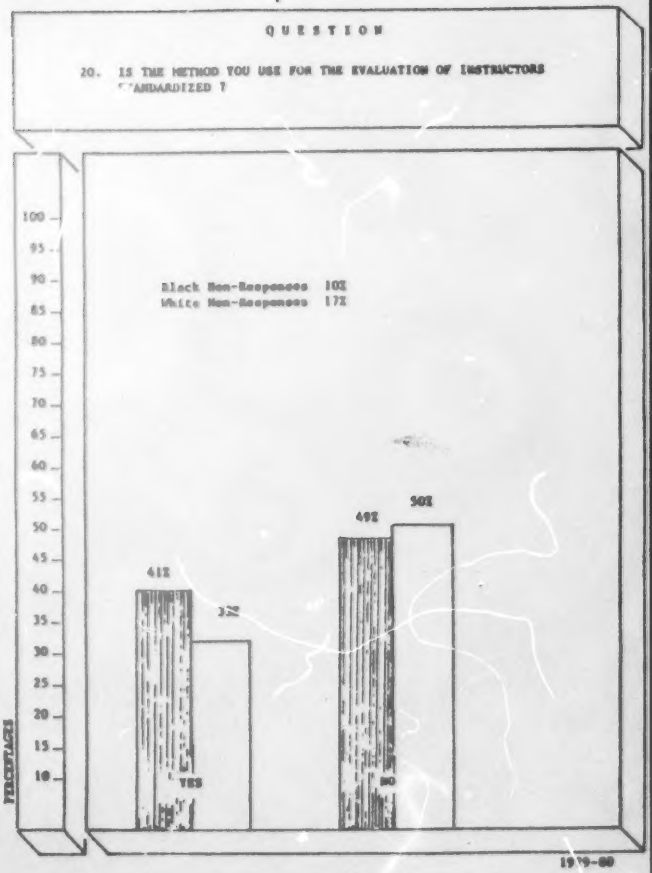
INSTRUCTIONAL COMPOSITION/A CONTINUATION OF QUESTION #18

Combined Degrees By Area	Full-Time		Part-Time	
	Black	White	Black	White
English	114	66	14	68
	+48 difference 2 to 1 ratio			+54 difference 5 to 1 ratio
Reading	128	75	20.5	126
	+53 difference 2 to 1 ratio			+105.5 difference 6 to 1 ratio
Other	74	8	31	13
	+66 difference 9 to 1 ratio		+18 difference 2 to 1 ratio	
TOTAL	316	149	65.5	207
Staff Average Per Program	5	3	1	4

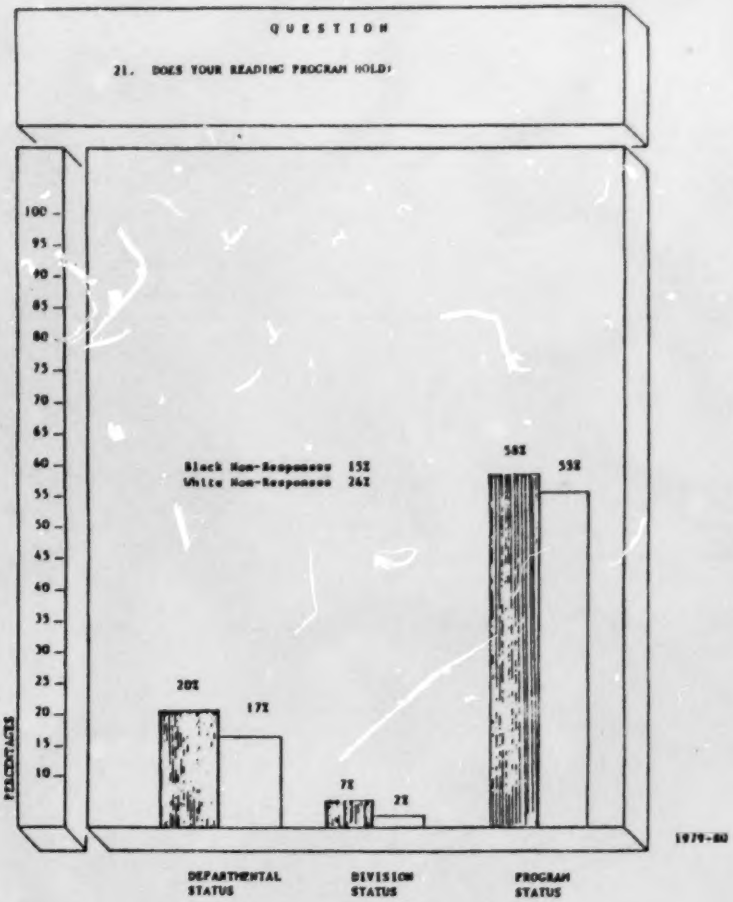


Less than 5 percentage points separate black and white college responses to categorized methods of evaluating instructors.

Both black and white colleges identify evaluation by supervisor as the most frequently used method.



Over 50% of all respondents report that evaluation method for instructors are not standardized.



A majority of all respondents report that reading programs hold program status; there is only a difference of three percentage points separating respondents from black colleges and respondents from white colleges.

Response rates for the other choices indicate very little difference for black and white colleges.

QUESTION 22 WHO PROVIDES SUPERVISION TO THE READING PROGRAM STAFF ?

	Black	White
a. Your program office	41%	46%
b. Education department	14%	4%
c. English department	20%	24%
d. Others*	14%	4%
Non-Responses	11%	22%

1979-80

A majority of both black and white institutions, with very little difference, report that program supervision is the responsibility of the program office.

The next largest category for supervision responsibility in both black and white colleges is reported to be the English department.

Significant difference lies in the higher response rate of black institutions reporting that reading programs are supervised by the Education department and/or "other."

---

*As specified by questionnaire respondents, this category includes the following: Director, Counseling Center; Dean, Humanities Division; Academic Dean; Chairman, Life Science; The Vice President; Dean of College of Arts and Science; Director of Human Development and Educational Services; and Dean of College of General Education.

As specified by questionnaire respondents, (Question #22 Item "a" program office) this category includes the following:

Director, Entry Level Program
Dean, General Studies
Director, Basic Studies
Director, Reading Center
Director, Educational Program
Director, Developmental Education
Coordinator, College Skills Program
Director, Special Services
Director, Reading/Study Skills Program
Director, Developmental and Incremental Skills
Director, Freshmen Studies
Director, Basic Skills Center
Director, VPAA
Director, READ
Director, Learning Assistant Center
Chairman, Department of General Studies
Chairman, Department of Developmental Education

PROJECT DESIGN

QUESTION 23 AS THE PERSON RESPONSIBLE FOR THE READING PROGRAM, HOW LONG HAVE YOU BEEN IN THIS POSITION ?

	Black	White
a. 1 Year or Less	8%	7%
b. 1 - 3 Years	36%	19%
c. 4 - 7 Years	31%	30%
d. 8 - 12 Years	8%	17%
e. 12 Years or more	8%	7%
Non-Responses	8%	30%

1979-80

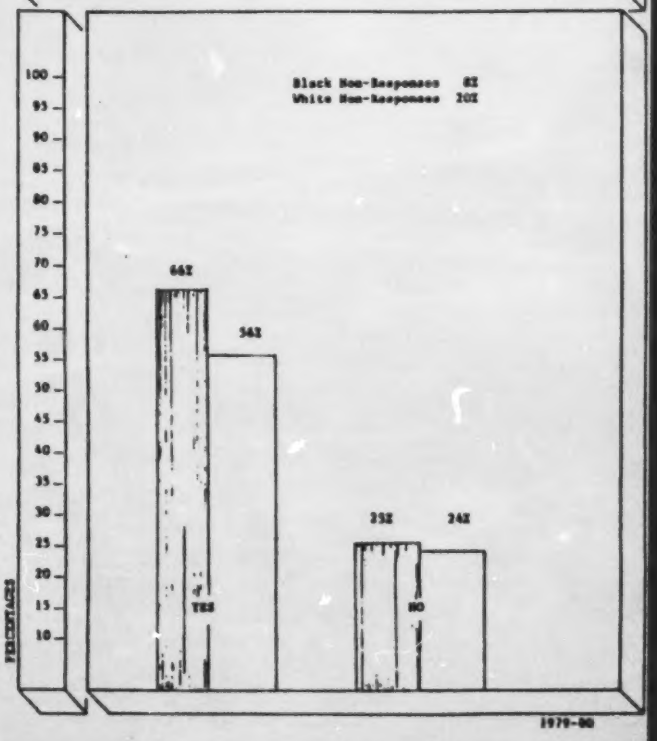
At a rate of 2 to 1, white college respondents report having held their program position for at least 8 years.

Almost one third of both black and white college respondents report having held their program positions for at least 4 years.

36% of black college respondents report having served in the reading program from 1 - 3 years as compared to only 19% of white college respondents.

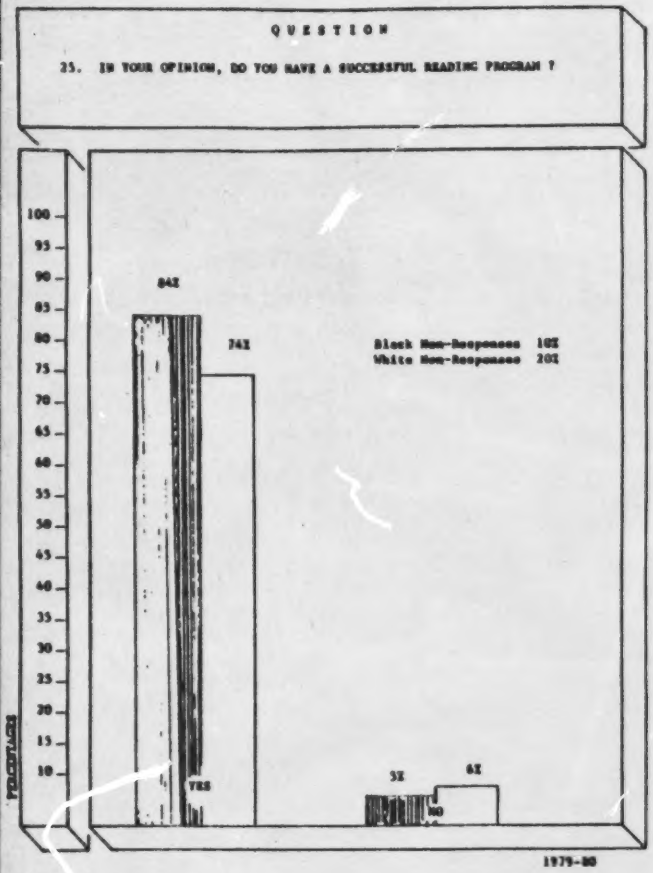
QUESTION

24. HAS THE READING PROGRAM BEEN OFFERED CONTINUOUSLY IN ITS PRESENT DEPARTMENT.



Over 56% of all respondents report that the reading program has been continuously housed in its present department.

25% of black college respondents and 24% of white respondents report that the program has not been housed in its current department.



Both black and white college respondents overwhelmingly report that their programs are successful as indicated by a response rate of 74% for white colleges and 84% for black colleges.

QUESTION 26

WHAT METHOD IS USED TO EVALUATE THE SUCCESS OF YOUR READING PROGRAM ? (CHECK ALL WHICH APPLY)

	Black	White
a. Follow-up records	19%	23%
b. Retention and attrition studies	21%	24%
c. Grade point averages	17%	17%
d. Pre-Post testing	35%	28%
e. Control groups	5%	6%
f. Other	3%	2%
TOTAL RESPONSES	144	109
AVERAGE RESPONSE	3	2

1979-80

Pre-post testing received the largest percentage of responses for both black and white colleges; 35% of black and 28% of white colleges identified this method of evaluation.

The ranking of other responses in descending percentage order is as follows: retention and attrition studies; follow-up records; GPA; and controlled groups.

Black colleges identified an average of 3 methods per institution as compared to 2 methods per white institution.

INSTRUCTIONAL DELIVERY

QUESTION 27

WHAT METHOD IS USED FOR CONDUCTING YOUR READING COURSES ?
(CHECK ALL WHICH APPLY)

	Black	White
a. Individualized instruction (one on one)	24%	28%
b. Small groups (fewer than 5 students)	25%	23%
c. Lab. instruction (equipment only)	28%	26%
d. Lecture (large group instruction)	23%	23%
TOTAL RESPONSES	172	133
AVERAGE RESPONSE	3	3

1979-80

The response percentages of black and white institutions are fairly even. The maximum difference for any given response is 4 percentage points.

Each institutional group uses an equal combination of methods for conducting reading courses.

QUESTION

28. HOW WOULD YOU BEST CHARACTERIZE THE INSTRUCTIONAL PRACTICES OF YOUR READING PROGRAM ? (CHECK ALL WHICH APPLY)

	Black	White
a. Providing students with course goals and objectives at the beginning of the course	24%	27%
b. Providing a variety of assessment methods other than classroom assignments	19%	30%
c. Developing test items which are derived from stated objectives	17%	13%
d. Pre-testing based on prerequisite skills and the provision of materials of instructions necessary to remedy deficiencies	25%	24%
e. Allowing students as much time as necessary to master topics in reading	15%	14%
TOTAL RESPONSES	202	143
AVERAGE RESPONSE	4	3

1979-80

Five choices were offered; respondents were asked to check all which applied.

There appear to be no significant differences in instructional practices of black institutions and white institutions.

Black colleges responded 1.5 times more than white colleges for a total of 202 responses as compared to a total of 143 for white colleges.

Black colleges report using an average of 4 types of instruction in their classes while white colleges report using an average of three types of instruction.

QUESTION 29

TO ASSIST IN THE INSTRUCTIONAL PROCESS WHICH OF THE FOLLOWING SUPPORT SERVICES ARE USED: (CHECK ALL WHICH APPLY)

	Black	White
a. Peer-counselors	10%	12%
b. Peer-tutors	26%	30%
c. Para-professionals (non students)	10%	12%
d. Teaching interns (students)	7%	9%
e. Media production center	13%	9%
f. Professional counselors	28%	23%
g. Other	4%	5%
TOTAL RESPONSES	130	118
AVERAGE RESPONSE	3	2

1979-80

Six specific choices were offered; respondents were asked to check all which applied.

In only two cases did responses regarding the use of support services differ by five percentage points: media production and professional counselors. All other differences were less than 5 percentage points.

The greatest numbers of responses for both black and white colleges appeared in the use of peer tutors and professional counselors in support service efforts.

Both black and white colleges responded to an average of two types of support services offered by their institutions.

The type of support service used least by both black and white institutions is that of teaching interns.

QUESTION 30 WHAT IS THE AVERAGE STUDENT/INSTRUCTOR RATIO ?

	Black	White
a. 5 and under	2%	6%
b. 6 - 10	3%	7%
c. 11 - 15	17%	17%
d. 16 - 20	24%	24%
e. 21 - 25	22%	19%
f. 26 - 30	19%	4%
g. 31 and over	5%	4%
Non-Responses	9%	20%

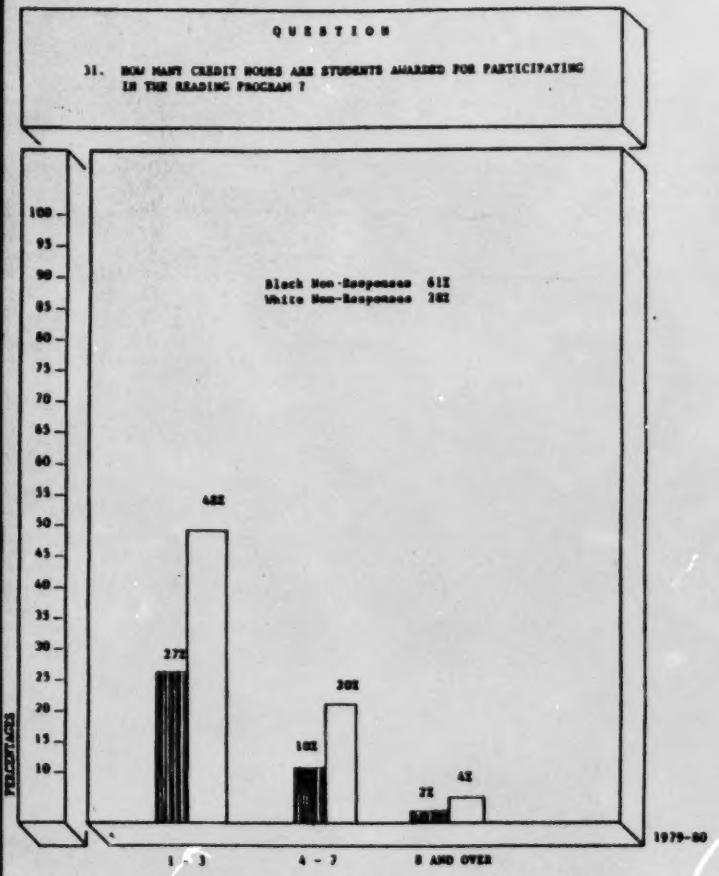
1979-80

The average class size in both black and white institutions appears to fall in the range of 16-20 students.

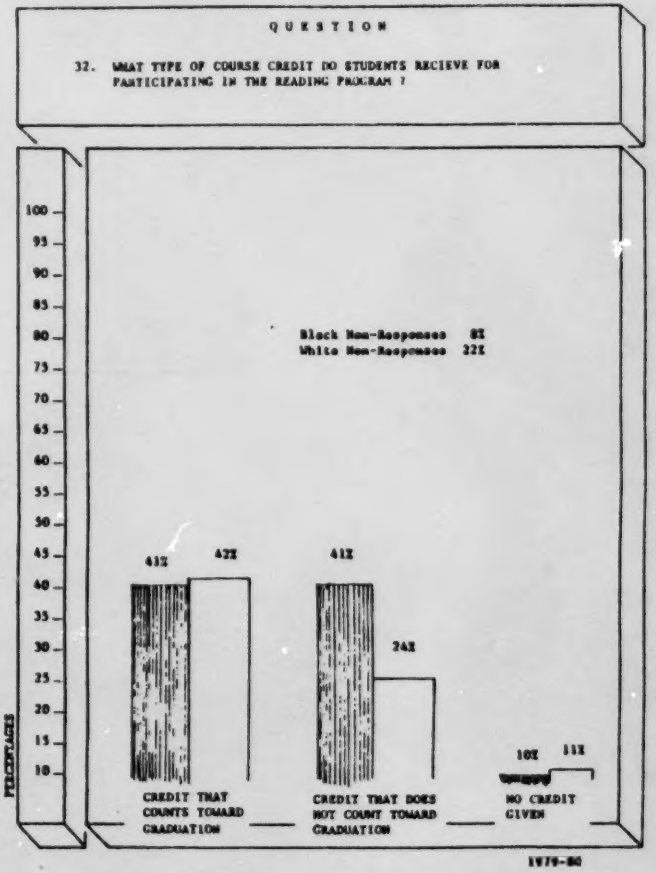
There is a significant difference in institutions reporting class sizes of 26-30 students.

If items E and F are combined, significance increases with 41% of black institutions reporting classes of 21-30 students, while only 23% of white institutions report the same.

Though the differences in class sizes of black and white institutions may not be more than 9 students, it appears that black institutions serve more students per class.



For each credit category white colleges, as compared to black colleges, report at a rate of approximately 2 to 1 that they award such credit.



Of the three choices offered for types of credit, only one illustrates a significant difference in black and white colleges; 41% of black colleges as compared to 24% of white colleges report the awarding of "credit that does not count toward graduation."

There are no significant differences in response percentages for the other credit categories: "credit that counts toward graduation" and "no credit given."

Of institutions that report awarding some type of credit - 82% are black colleges and 66% are white colleges.

QUESTION 33 HOW IS STUDENT COURSE PARTICIPATION EVALUATED ?

	Black	White
a. A, B, C, D and F	66%	54%
b. Pass/Fail	10%	11%
c. Satisfactory/Unsatisfactory	12%	6%
d. Other*	10%	6%
Non-Responses	2%	23%

1979-80

Over half of both black and white colleges use traditional methods of course evaluation (A,B,C,D,F). (Black colleges - 66%, white colleges - 54%.)

The remaining 32% of responses from black colleges are almost equally distributed among the remaining choices.

---

*As specified by questionnaire respondents, this category includes the following: no grades given; S, N or F; No credit; passing; and A, B or C only.

FUNDING

QUESTION 34 - WHAT PERCENT OF FINANCIAL SUPPORT FOR YOUR READING PROGRAM COMES FROM THE FOLLOWING SOURCES ?

DISTRIBUTION OF RESPONSES BY FUNDING SOURCE

	INSTITUTIONAL			FEDERAL			STATE			FOUNDATION			
	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total	TOTALS
91 - 100%	10(33%)	6(27%)	16(31%)	5(17%)	10(37%)	15(26%)	6(40%)	3(20%)	9(30%)	-	-	-	40(28%)
81 - 90%	-	-	-	2(07%)	1(04%)	3(05%)	2(13%)	-	2(07%)	-	-	-	5(03%)
71 - 80%	2(07%)	5(23%)	7(13%)	8(26%)	4(15%)	12(21%)	1(07%)	-	1(03%)	-	-	-	20(14%)
61 - 70%	-	-	-	-	-	-	-	1(06%)	1(03%)	-	-	-	1(01%)
51 - 60%	5(17%)	5(23%)	10(19%)	2(07%)	-	2(04%)	-	-	-	-	-	-	12(08%)
41 - 50%	-	4(18%)	4(08%)	3(10%)	4(15%)	7(12%)	-	3(20%)	3(10%)	-	1(50%)	1(20%)	15(10%)
31 - 40%	2(07%)	-	2(04%)	1(03%)	3(11%)	4(07%)	-	-	-	-	-	-	6(04%)
21 - 30%	6(20%)	2(09%)	8(15%)	7(23%)	1(04%)	8(14%)	3(20%)	4(27%)	7(23%)	1(33%)	1(50%)	2(40%)	25(18%)
11 - 20%	1(03%)	-	1(02%)	-	2(07%)	2(04%)	2(13%)	-	2(07%)	-	-	-	5(03%)
0 - 10%	4(13%)	-	4(08%)	2(07%)	2(07%)	4(07%)	1(07%)	4(27%)	5(17%)	2(67%)	-	2(40%)	15(10%)
TOTAL RESPONSE	30(58%)	22(42%)	52(36%)	30(53%)	27(47%)	57(40%)	15(50%)	15(50%)	30(21%)	3(60%)	2(40%)	5(03%)	144(100%)
PERCENTAGE OF TOTAL RESPONSES	21%	15%		21%	19%		10%	10%		02%	01%		100%

Institutional Funding

The largest single number of both black and white college respondents report that 91-100% of funding is received from the institution. (10 black colleges - 33% and 6 white colleges - 27%.)

A total of 4% of black colleges report that from 0-40% of funding is received from the institution, as compared to only 9% of white colleges for the same range.

64% of white college respondents report an institutional funding level of 41-80%, as compared to 23% of black college respondents identifying the same level.

Federal Funding

50% of black college respondents report federal funding level of 71-100%, as compared to 56% of white college respondents reporting the same level.

The remaining black college responses indicate a federal funding level of 60% or lower.

State Funding

Of the 15 black college responses 9(60%) report a state funding level of 71% or higher; 6(40%) black college respondents report a state funding level of 30% or lower.

Of the 15 white college responses only 3(20%) report a state funding level of 71% or higher.

Foundation Funding

A total of only 5 respondents report the receipt of foundation funding:

1 white college reports a funding level of 41-50%
1 white college reports a funding level of 21-30%
1 black college reports a funding level of 21-30%
2 black colleges report a funding level of 0-10%

APPENDIX

Letter of Introduction
Questionnaire
Study Population
Mailing Schedule
Follow-up Letter

Dear Colleague:

The attached questionnaire has been forwarded to your institution in an effort to survey developmental reading programs in operation at two and four year post secondary institutions throughout the nation. Specifically, the questionnaire, mailed to over three hundred institutions, is designed to yield information regarding various aspects of program operation as denoted by the survey headings.

The accuracy and timeliness of research findings are certainly dependent upon the willingness of respondents to complete and return the instrument. Though some questionnaires may be complex, after examining this one you will find it may only take a few minutes of your time.

Some of you may feel reluctant to share this information; however, I assure you that as a professional educator I will in no way compromise your integrity or that of your institution.

It is my hope that all surveys will be completed and returned by Oct. 15, 1980. For your convenience a self addressed stamped envelope for returning the survey has been enclosed. If there are any questions whatsoever, please feel free to contact me at the above address.

Thank you.

Alan L. Joplin

Enclosure

SURVEY OF DEVELOPMENTAL READING PROGRAMS

NAME OF INSTITUTION _____

NAME OF PERSON COMPLETING THIS SURVEY _____

TITLE OF PERSON COMPLETING THIS SURVEY _____

MAILING ADDRESS _____
city state zip

PHONE NUMBER _____ / _____
area code number

DATE COMPLETED _____

INSTITUTIONAL CODE _____

---

1. Type of institution:

a. 2 - Year Junior or Community College	1.	a. ___
b. 2 - Year Technical College		b. ___
c. 4 - Year State College or University		c. ___
d. 4 - Year Private College or University		d. ___

2. Type of calendar year:

a. semester calendar	2.	a. ___
b. quarter calendar		b. ___
c. tri-mester calendar		c. ___

3. Type of institutional setting

a. rural setting	3.	a. ___
b. urban setting		b. ___
c. suburban setting		c. ___

4. Does your institution have an open admissions policy ?

a. yes	4.	a. ___
b. no		b. ___

5. Is developmental reading taught at your institution ?

a. yes
b. no

5. a. ___
b. ___

IF YOUR RESPONSE TO QUESTION #5 IS NO, PLEASE FOLD THIS QUESTIONNAIRE AND RETURN IT IN THE ENVELOPE PROVIDED, IF NOT, CONTINUE.

6. Does your reading course hold independent course status ?

a. yes
b. no

6. a. ___
b. ___

7. How long has your reading program been in operation ?

a. less than 1 year
b. 1 - 3 years
c. 4 - 6 years
d. 7 - 10 years
e. 11 years or more

7. a. ___
b. ___
c. ___
d. ___
e. ___

8. Which terms best describe your reading program ?

a. remedial
b. developmental
c. enrichment
d. remedial and developmental
e. remedial, developmental and enrichment

8. a. ___
b. ___
c. ___
d. ___
e. ___

9. What is the primary method used for the placement of students in your reading program ? (check only one)

a. test
b. self-referral
c. instructor-referral
d. counseling
e. mandatory for all entering students
f. other (please specify) _____

_____

9. a. ___
b. ___
c. ___
d. ___
e. ___
f. ___

IF YOUR ANSWER TO QUESTION #9 WAS ITEM "a" PLEASE COMPLETE THE FOLLOWING:

What is the primary test instrument used for the diagnostic placement of students in your reading program ? (check only one)

a. ACT — a. ___
b. CAT — b. ___
c. SAT — c. ___
d. CGP — d. ___
e. Nelson Denney Reading Test — e. ___
f. Stanford Achievement Test — f. ___
g. Locally Designed Test — g. ___
h. Other (please specify) _____ — h. ___

_____

ENROLLMENT AND RETENTION

10. What was the 1979-80 enrollment of your institution ?

11. What was the 1979-80 enrollment for your reading program ?

12. How many students served in your reading program during the 1979-80 academic year were ?

a. freshmen _____
b. sophomores _____
c. juniors _____
d. seniors _____
e. unclassified _____

13. What percent of students enrolled in the reading program during the 1979-80 academic year satisfactorily completed ?

a. 1 - 25% — 13. a. ___
b. 26 - 50% — b. ___
c. 51 - 75% — c. ___
d. 76 - 100% — d. ___

14. What percent of students participating in the reading program during their freshman year (1979-80) advanced to the sophomore year ?

a. 1 - 25% — 14. a. ___
b. 26 - 50% — b. ___
c. 51 - 75% — c. ___
d. 76 - 100% — d. ___

15. How would you rate the academic performance of students enrolled in the reading program, as compared to those who are not enrolled ?

a. better
b. same
c. worse

15. a. ____
b. ____
c. ____

FACULTY STATUS

16. Do reading instructors carry faculty rank?

a. yes
b. no

16. a. ____
b. ____

17. Are reading instructors on a tenure track ?

a. yes
b. no

17. a. ____
b. ____

18. Complete the following chart to indicate the instructional staff composition of your reading program.

	ENGLISH		READING		OTHER		TOTAL	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
a. Ph.D/Ed.D	____	____	____	____	____	____	____	____
b. Masters	____	____	____	____	____	____	____	____
c. Bachelors	____	____	____	____	____	____	____	____
d. Non-degreed	____	____	____	____	____	____	____	____
Total	____	____	____	____	____	____	____	____

19. How are reading instructors evaluated? (check all which apply)

a. by a supervisor
b. by peers
c. by students
d. other (please specify) _____

19. a. ____
b. ____
c. ____
d. ____

20. Is the method you use for the evaluation of instructors standardized ?

a. yes
b. no

20. a. ____
b. ____

PROJECT DESIGN

21. Does your reading program hold:

a. departmental status
b. division status
c. program status

21. a. ____
b. ____
c. ____

22. Who provides supervision to the reading program staff ?

a. your program office (specify title) _____

_____

b. education department
c. English department
d. other (explain) _____

_____

22. a. ____
b. ____
c. ____
d. ____

23. As the person responsible for the reading program, how long have you been in this position ?

a. 1 year or less
b. 1 - 3 years
c. 4 - 7 years
d. 8 - 12 years
e. 13 years or more

23. a. ____
b. ____
c. ____
d. ____
e. ____

24. Has the reading program been offered continously in its present department ?

a. yes
b. no

24. a. ____
b. ____

25. In your opinion, do you have a successful reading program ?

a. yes
b. no

25. a. ____
b. ____

26. What method is used to evaluate the success of your reading program ? (check all which apply)

a. follow-up records
b. retention and attrition records
c. grade point averages
d. pre/post testing
e. control groups
f. other (please specify) _____

_____

26. a. ____
b. ____
c. ____
d. ____
e. ____

INSTRUCTIONAL DELIVERY

27. What method is used for conducting your reading courses ? (check all which apply)

a. individualized instruction (one on one)
b. small group instruction (fewer then 5 students)
c. lab. instruction (equipment only)
d. lecture (large group instruction)

27. a. ____
b. ____
c. ____
d. ____

28. How would you best characterize the instructional practices of your reading program ? (check all which apply)

a. providing students with course goals and objectives at the beginning of the course.

b. providing a variety of assessment methods other than class assignments.

c. developing test items which are derived from stated objectives.

d. pre-testing based on prerequisite skills and the provision of materials of instruction necessary to remedy deficiencies.

28. a. ____
b. ____
c. ____
d. ____

29. To assist in the instructional process, which of the following support services are used: (check all which apply)

a. peer counselors
b. peer tutors
c. para-professionals (non-students)
d. teaching interns (students)
e. professional counselors
f. other (please specify) _____

29. a. ____
b. ____
c. ____
d. ____
e. ____
f. ____

30. What is the average student/instructor ratio ?

a. 5 and under
b. 6 - 10
c. 11 - 15
d. 16 - 20
e. 21 - 25
f. 26 - 30
g. 31 and over

30. a. ____
b. ____
c. ____
d. ____
e. ____
f. ____
g. ____

CREDIT FOR COURSE

31. How many credit hours are students awarded for participating in the reading program ?

a. 1 - 3
b. 4 - 7
c. 8 and over

31. a. ____
b. ____
c. ____

32. What type of credit do students recieve for participating in the reading program ?

a. credit that counts toward graduation
b. credit that does not count toward graduation
c. no credit given

32. a. ____
b. ____
c. ____

33. How is student course participation evaluated ?

a. A, B, C, D or F
b. pass/fail
c. satisfactory/unsatisfactory
d. other (please explain) _____

_____

33. a. ____
b. ____
c. ____
d. ____

FUNDING

34. What percent of financial support for your reading program comes from the following sources ?

a. institutional funding
b. federal funding
c. state funding
d. foundations
e. other (please explain) _____

_____

34. a. ____
b. ____
c. ____
d. ____
e. ____

The Study Population

Participating Black Colleges and Universities N=59

Using the Moton Guide to American Colleges With a Black Heritage, published by the Robert L. Moton Memorial Institute, Inc., 1978, 103 black colleges were selected.

Alabama Lutheran Jr. College
Alabama State University
Alcorn State University
Allen University
Arkansas Baptist College
Barber-Scotia College
Benedict College
Bennett College
Bethune-Cookman College
Bishop College
Central State University
College of the Virgin Islands
Coppin State College
Claflin College
Clinton Junior College
Edward Waters College
Fayetteville State University
Florida A&M University
Fort Valley State College
Friendship Junior College
Grambling State University
Hampton Institute
Huston-Tillotson College
Lawson State Community College
LeMoyne-Owen College
Lincoln University (Mo.)
Lincoln University (Pa.)
Livingstone College
Mary Holmes College
Miles College
Mississippi Valley State University
Morehouse College
Morgan State University
Morris College
Morristown College
Norfolk State University
North Carolina A&T State University
St. Augustine's College
Saint Paul's College
Savannah State College
S.D. Bishop State Community College
Shaw College at Detroit
Shaw University
Shorter College
Simmons College
Stillman College
Southern University - New Orleans
Talladega College
Texas College
Texas Southern University
Tougaloo College
Tuskegee Institute
University of Arkansas - Pine Bluff
University of Maryland - Eastern Shore
Utica Junior College
Virginia State University
Virginia Union College
Wilberforce University
Wiley College

Participating White Colleges and Universities N=54

A total of 339 white colleges and universities were selected from Lovejoy's College Guide, published by Simon and Schuster, New York, 1978.

Albany State College
Brescia College
California State University - Fullerton
Carl Albert Junior College
Catholic University of Puerto Rico
Chadron State College
Cleveland State University
College of Wooster
Columbia Technical College
Columbus College
Defiance College
Denison College
Dyke College
Flathead Valley Community College
Gadsden State Junior College
Gallaudet College
Graceland College
Grand Rapids Junior College
Halifax Community College
Henderson County Junior College
Hutchinson Community College
Imperial Valley College
Indiana State University
Jefferson Community College
Laredo State University
Lenior Community College
Lorain Community College
Marist College
Marquette University
Mira Costa Community College
Muskingum College
Northern Illinois University
Northern Kentucky University
Ohio Dominican College
Ohio Northern University
Palomar College
Rockland Community College
San Jose State University
Sinclair Community College
Southern Massachussetts University
Southern State Community College
Southwest State University
Stark Technical College
State University of New York-Binghamton
Three Rivers Community College
University of Alabama
University of Albuquerque
University of North Dakota
University of Northern Colorado
University of Tennessee - Chattanooga
Unknown
Utica Junior College
Wayne Community College
Weber State College

MAILING SCHEDULE

Dates	Activity
June 5, 1980	Initial mailing of 442 questionnaires to the selected colleges and universities.
July 10, 1980	First follow-up letter sent to 400 colleges and universities.
July 30, 1980	Second follow-up letter sent to 381 colleges and universities.
August 15, 1980	Third follow-up letter sent to 356 colleges and universities.
September 30, 1980	Second questionnaire mailing to 340 colleges and universities.
October 10, 1980	Fourth follow-up letter to 356 colleges and universities.
October 30, 1980	Fifth follow-up letter to 350 colleges and universities.
November 5, 1980	Sixth follow-up letter to 329 colleges and universities.
November 28, 1981	Seventy final follow-up letters sent to the remaining 329 colleges and universities.

Dear Colleague

Thank you very much for participating in the 1979-1980 National Survey on Developmental Reading Programs. If you have not yet returned the questionnaire, please do so today. It will only take a few minutes of your time, and your responses will help in providing the necessary data in this area of national concern.

Sincerely

Alan L. Joplin

For Further Information Concerning This Project:

Phone; (314) 533-3366 Ext. 34